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ADULT BASIC EDUCATION. CURRENT INFORMATION SOURCES, NUMBER 18.

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DESCRIPTORS- *ADULT BASIC EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *ABSTRACTS, *LITERACY EDUCATION, ILLITERATE ADULTS, ADULT EDUCATORS, TEACHER EDUCATION, PROGRAMED INSTRUCTION, INSTRUCTIONAL MATERIALS, PROGRAM DESCRIPTIONS, RESEARCH, CURRICULUM DEVELOPMENT, LEGISLATION, MIGRANTS, ENGLISH INSTRUCTION, DELINQUENT REHABILITATION, DISADVANTAGED GROUPS, TESTING,

THIS ANNOTATED BIBLIOGRAPHY ON ADULT BASIC EDUCATION CONTAINS 73 ITEMS WITH ABSTRACTS ARRANGED UNDER FOUR HEADINGS--(1) RESEARCH REVIEWS AND GENERAL STUDIES, (2) PARTICULAR PROGRAMS, (3) TEACHER TRAINING, AND (4) MATERIALS, GUIDES, AND TESTS. THESE DOCUMENTS ARE FROM 1965-1968. (SG)

ED018745

ERIC CLEARINGHOUSE ON ADULT EDUCATION

ADULT BASIC EDUCATION

Current Information Sources, No. 18

May, 1968

ERIC CLEARINGHOUSE ON ADULT EDUCATION

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ADULT BASIC EDUCATION - Current Information Sources, No. 18

ABSTRACT

AC 002 349 E ADULT BASIC EDUCATION. Current information sources, Number 18. ERIC Clearinghouse on Adult Education, Syracuse, N.Y. May 68
EDRS PRICE MF-$0.25 HC-$1.84 44p.
TERMS: *adult basic education, *annotated bibliographies, *abstracts, *literacy education, illiterate adults, adult educators,

ABSTRACT: This annotated bibliography on adult basic education contains 73 items with abstracts arranged under four headings--(1) research reviews and general studies, (2) particular programs, (3) teacher training, and (4) materials, guides, and tests. These documents are from 1965-1968. (sg)
SECONDARY TERMS: teacher education, programed instruction, instructional materials, program descriptions, research, curriculum development, legislation, migrants, English instruction, delinquent rehabilitation, disadvantaged groups, testing,

The "ED" code number for ordering EDRS reproductions of this document will appear in Research in Education around Sept., 1968.

Adult Basic Education, CIS-18 is another in a series of Current Information Sources published by the ERIC Clearinghouse on Adult Education.

These abstracts are made available in this format to give researchers and practitioners in the field an awareness of the current literature that is available to them.

The abstracts have been roughly arranged into four groups: 1) Research reviews and general studies, 2) Particular programs, 3) Teacher training, and 4) Materials, guides, and tests.

May, 1968

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I Research Reviews & General Studies

AC 001 774 E ADULT BASIC EDUCATION. Knox, Alan B. Columbia Univ., New York. Teachers College. NOV 67 EDRS PRICE MF-$0.50 HC-$2.40 60p.
TERMS: *adult basic education, *abstracts, *bibliographies, illiteracy, adult vocational education, instructional materials, youth

ABSTRACT: This report contains abstracts of research reports and evaluation studies related to adult basic education conducted in the United States and Canada. The majority of the reports were dated 1965, 1966, or 1967, many being related to Federal funds either directly or indirectly. An introduction describes the purpose of the report, provides some basic definitions, outlines search procedures, describes the form of the abstracts, and includes a brief section on trends and commentary. The abstracts which follow include full bibliographic citation to the source, a summary, and a list of major terms for retrieval. A bibliography is included of additional references that have been identified as potentially relevant but have not been located and abstracted. (author/rt)
SECONDARY TERMS: programs, military training, ethnic groups, evaluation, research, United States, Canada,

The "ED" code number for ordering EDRS reproductions of this document will appear in Research in Education around June, 1968.

AC 001 687 E TEXAS ADULT MIGRANT EDUCATION. Texas Education Agency, Austin. JAN 66 EDRS PRICE MF-$0.25 HC-$0.44 11p.
TERMS: *migrant adult education, *adult basic education, *adult vocational education, *homemaking education, English (second

ABSTRACT: The Texas Office of Opportunity has devised a program to meet the educational problems of the migrant laborer. Basic education provides reading, writing, and English instruction, citizenship and safety education, occupational orientation, and guidance and counseling programs. Homemaking education includes nutrition, child guidance and development, sanitation, home management and clothing. Occupational training for jobs such as appliance and mechanical repairing, food service, and in building and metal trades is provided. An advisory committee composed of migrants, representatives from occupational groups, and educators provide program guides. Present problems include recruiting qualified teachers, providing teaching materials and aides, solving controversies over paying of stipends, and meeting educational needs of non migrants. The program has generated much enthusiasm and created a positive home learning atmosphere for migrant children, revealed in their higher rate of school attendance. Teachers have expressed great satisfaction with their classes and a greater social consciousness of the migrant problems as well as greater community participation has developed. (pt)
SECONDARY TERMS: language), literacy education, safety education, work attitudes, vocational counseling, child rearing, home management, clothing instruction, service occupations, migrant problems, teacher recruitment, participant satisfaction, training allowances, community involvement, hygiene, Texas,

The "ED" code number for ordering EDRS reproductions of this document will appear in Research in Education around June, 1968.

AC 001 752 E ADULT BASIC EDUCATION, PROGRAM SUMMARY. U.S.Office of Education. Division of Adult Education Programs. ABE-1 MAR 67 EDRS PRICE MF-$0.25 HC-$0.84 21p.
TERMS: *adult basic education, *educationally disadvantaged, *national surveys, *statistical data, *state programs, enrollment rate,

ABSTRACT: A brief description is given of the Federal adult basic education program, under the Adult Education Act of 1966, at the national and state levels (including Puerto Rico, Guam, American Samoa, and the Virgin Islands) as provided by State education agencies. Statistics for fiscal years 1965 and 1966, and estimates for fiscal year 1967, indicate annual participation and program funding. Estimates are also made of functionally inadequate and educationally disadvantaged adults (persons aged 18-64), numbers of adults in various age groups with seven years' schooling or less, from 1950 to the present (including projections for 1968 and 1970), adults in each age group who have one to four years, or no more than seven years, of completed schooling, and adult whites and nonwhites in each age group with seven years of less of formal education. (1y)
SECONDARY TERMS: enrollment projections, federal aid, federal legislation, financial support, educational background, illiterate adults, age groups, race, grade 7, United States, Adult Education Act of 1966,

The "ED" code number for ordering EDRS reproductions of this document will appear in Research in Education around June, 1968.

AC 001 074 I PROMOTING LITERACY (IN Reading and inquiry. Conference proceedings of the International Reading Association, 10/430-443, 1965). Figurel, J. Allen, ed. 65 14p.
TERMS: *literacy education, *educational needs, *program planning, *adult illiterates, *adult basic education, instructional materials, evaluation techniques, federal programs, pilot projects, program descriptions, federal aid, literacy materials, economic factors, evaluation, measurement instruments, reading interests, administrative problems, culturally disadvantaged,

ABSTRACT: Six papers read at the 1965 Annual Conference of the International Reading Association dealt with promoting literacy--evaluation of adult basic education materials, requirements of Federally-funded adult literacy programs, the planning of programs for semi-illiterate adults, preschool diagnosis and intervention to prevent illiterary, literacy activities for adults, and correction of adult socioeconomic deficiencies through literacy education. Federally-funded programs require thorough planning for publicity, staffing, preservice and inservice training, trainee recruitment, curriculum, facilities, and selection and procurement of suitable materials. Goal setting, personalized activities and skill development, and practical applications of literacy skills have proved highly interesting and useful for adult illiterates. (The document also describes a pilot project being conducted in Manhattan to identify and upgrade culturally disadvantaged children.) (1y)

AC 001 336AE (SEE AC 001 331) BASIC EDUCATION FOR ADULTS, ARE SPECIAL TOOLS AND TECHNIQUES NEEDED? PANEL AND WORKSHOP VI (IN Proceedings of the national conference on manpower training and the older worker, Washington, Jan 17-19, 1966/305-366). McCalley, Hazel * and others. 66 EDRS PRICE MF-$0.50 HC-$2.60 65p.

TERMS: *adult basic education, *teaching techniques, *middle aged, *literacy education, *job training, trade and industrial education,

ABSTRACT: Literacy programs require appropriate materials, adequate testing of achievement, and careful selection and training of teachers. Publishers are now providing comprehensive learning systems of realistic materials, including the initial teaching alphabet, words in color, and audio tapes. In order to implement an adult basic education program, North Carolina set up 24 teacher training institutes providing 16 hours of intensive instruction by specialists. University extension personnel were invited to attend and expected to provide future workshops. In Detroit, the Public School Adult Basic Education Project set up a one-year MDTA multi-occupational program for the functionally illiterate. In order to have smaller classes, team teaching was replaced by the platoon system, one for each curricular area. The linguistic approach to reading was used and worksheets in arithmetic made teaching on several levels possible. Trainees were prepared for service, metal, auto, and commercial trades and three fourths were placed. Instructional materials and tests for communication and computational skills were prepared. (Discussion followed on such topics as the need for an interdisciplinary approach to the multi-level problem, role of the community college, and federal inter-program cooperation) (This document is included in the Proceedings of the national conference on manpower training and the older worker, Washington, January 1966) (pt)

The "ED" code number for ordering EDRS reproductions of this document will appear in Research in Education around August, 1968.

AC 001 331 C PROCEEDINGS OF THE NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER (Washington, Jan 17-19, 1966) National Council on the Aging, New York. U.S. Dept. of Labor, Washington. U.S. Dept.of Health, Education and Welfare, Washington. 66 775p.

TERMS: *middle aged, *unemployed, *adult vocational education, *federal programs, *community programs, vocational retraining,

ABSTRACT: The ten panel and workshop sessions of the National Conference on Manpower Training and the Older Worker included--(1) community action on older worker training and employment--how to get it and maintain it, (2) reaching out to find and motivate the hard-core unemployed, (3) selection for training--do present practices militate against older workers? (4) the role of personal counseling and supportive services, (5) new fields of employment and vocational training, (6) basic education for adults--are special tools and techniques needed? (7) vocational training for adults--does it pay? (8) age restrictions in hiring--some efforts to overcome them, (9) employment counseling--an essential, and (10) employment services for older workers--what more is needed? Appendix II contained a staff report on conference findings and recommended action by various government agencies. Appendix III contained background papers presented by AFL-CIO, Commission for Human Rights, and the French National Railways. (pt)

SECONDARY TERMS: vocational counseling, adult basic education, social discrimination, job market, recruitment, adult characteristics, training allowances, selection, teaching techniques, inservice teacher education, emotional adjustment, community action, motivation, on the job training, research, MDTA,

AC 001 534 E ADULT BASIC EDUCATION, 1 (Current information sources). ERIC Clearinghouse
ED 014 024 on Adult Education, Syracuse, N.Y. NOV 67 EDRS PRICE MF-$0.09
HC-$0.92 23p.
TERMS: *adult basic education, *annotated bibliographies, *literacy education, illiterate adults, manpower development, public

ABSTRACT: An annotated bibliography on adult basic education contains 38 indexed entries, most of which are also abstracted. Such topics as reading instruction, programed instruction and related technology, teacher attitudes and characteristics, manpower development, regional needs, program planning and administration, teacher training, and literacy education for enlisted men and non English speaking Mexican-Americans, are represented. Also noted is a collection of abstracts of research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado. (ly)
SECONDARY TERMS: school adult education, adult educators, testing, enlisted men, non English speaking, teacher education, teacher evaluation, teacher attitudes, research, program descriptions, programed instruction, instructional materials, program administration, geographic regions, instructional technology, family life education,

AC 001 396 E RESEARCH AND INVESTIGATIONS IN ADULT EDUCATION. ERIC Clearinghouse
ED 012 877 on Adult Education, Syracuse, N.Y. SUM 67 EDRS PRICE MF-$0.18 HC-$2.64
66p.
TERMS: *adult education, *research reviews, adult learning, program administration, program planning, teaching methods, group instruction,

ABSTRACT: The 177 reports comprising this research review deal with such areas and topics as learning-related abilities, interests, and motives, program planning and administration, learning formats and environments, instructional methods and techniques, adult basic education, vocational education, management and the professions, institutional sponsors (chiefly in extension education), and research methodology. As stipulated by the Educational Resources Information Center (ERIC) of the U.S. Office of Education, each report includes the title, author, standard bibliographic citation, and a signed abstract summarizing purpose, methods, and findings in about 200 words. Except for reports from standard journals and other published sources, most items listed can be purchased in microfilm, microfiche, or hard copy reproduction either from University Microfilms, Inc., or from the ERIC Document Reproduction Center (EDRS). (This document was also published in Adult education, Volume 17, number four, Summer 1967. Adult education is issued quarterly by the Adult Education Association of the U.S.A., 1225 Nineteenth St., N.W., Washington, D.C. 20036) (eb)
SECONDARY TERMS: individual instruction, training techniques, adult educators, research, adult vocational education, adult basic education, management development, professional continuing education, rural extension, university extension, vocational training, correspondence study, participation,

AC 001 438 E THE CANADA NEWSTART PROGRAM. Canada. Dept. of Manpower and Immigration.
ED 013 404 Program Dev. Serv. SEP 67 EDRS PRICE MF-$0.09 HC-$0.80 20p.
TERMS: *disadvantaged groups, *employment programs, *pilot projects, *program development, *national programs, manpower development,

ABSTRACT: The Canada NewStart Program aims to develop, through action research, programs applicable throughout the nation, for motivating and training unemployed and underemployed adults. Pilot projects will be conducted by corporations which are to be chartered by the provinces and funded by the federal government. The areas selected for study will be among those designated by the Area Development Act as providing a potential for intensive study of problems of industrial growth or decline or mixes of farm and non-farm populations. The study will include--job opportunities, methods of recruitment and counseling, new curriculums, methods, and materials, and ways of developing behavior patterns for employment. Programs will include prevocational, vocational, and business education, and on the job training. Some experimentation with training allowances will be made. Administrative planning and support will be provided by the Technical Support Centre. Reports at the conclusion of the project should include the history of the project, models for dealing with identified problems, experimental analysis, a data bank, and cost/benefit analyses. (pt)
SECONDARY TERMS: research methodology, area studies, motivation, work attitudes, employment opportunities, adult basic education, adult vocational education, business education, on the job training, training allowances, program costs, administrative organization, economic research, action research, educational research, adult farmer education, Canada, Canada NewStart Program,

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AC 000 065 C PROJECT LITERACY REPORTS NO. 6(Report of the research planning conference, 5th, New York, Dec 10-12, 1965). Cornell University Ithaca, N.Y. Project Literacy. Jan 66 52p.
TERMS: *literacy education, *reading skills, *adults, *children, *individual development, curriculum development, cognitive development, research, language development,

ABSTRACT: Project Literacy aims to organize in universities, laboratories, and education departments, research which is essential to the understanding of the acquisition of reading skills. In this report research on reading skills, personality and cognitive development, and language development is included.

AC 001 386 I A SURVEY OF FEDERAL LEGISLATIVE INFLUENCE ON PUBLIC SCHOOL DISTRICT ADULT EDUCATION IN MICHIGAN. (An abstract of a PH.D. thesis). Draper, William B. Michigan State Univ., East Lansing. Aug 67 4p.

TERMS: *federal legislation, *adult education programs, *surveys, *public school adult education, *program administration, questionnaires, adult basic education, federal aid, state aid, program development, adult educators, expenditures, enrollment, financial support, Michigan,

ABSTRACT: The purpose of the study was to relate specific changes occurring in Michigan adult education programs to federal education legislation. A questionnaire on-- (1) general information concerning administrative aspects of program development, (2) fiscal and enrollment data in regard to federal legislative enactments, and (3) responses of administrators concerning influence of those enactments on specific aspects of their program, was submitted to administrators of 185 Michigan public school district adult education programs. The resulting data were organized according to three population stratifications- (1) federally and non-federally funded districts, (2) legal classifications of school districts, and (3) geographic areas of three general population densities. It was found that federal legislation caused increases in expenditure of local taxes, number of administrators employed, employment of especially trained adult educators, and total number of adult education courses. Although the need is great, federal adult education legislation has not approached the potential of which it is capable in Michigan. State aid was considered more important to program promotion than federal aid in federally funded districts. Recommendations for adult education programs and researchers are cited in relation to the findings of this study.(pt)

AC 001 693 E TEACHING ADULTS TO READ. Otto, Wayne * Ford, David. 67 DOCUMENT ED 014 680 NOT AVAILABLE FROM EDRS 192p.

TERMS: *literacy education, *instructional materials, *teaching techniques, *functional illiteracy, *adult characteristics, word study skills,

ABSTRACT: This guide presents a variety of materials, methods, and ideas for teaching functionally illiterate adults (with less than Grade 4 reading ability). Emphasis is placed on helping adults to read independently and to attain a level of skill sufficient for everyday reading tasks. The first three chapters deal with the nature of the problem of illiteracy and marginal illiteracy, the economic, domestic, social, and psychological problems that arise when adults return to school, and general characteristics of adult learners. Chapter 4 is largely devoted to 24 basic reading systems accompanied by detailed check lists, with selected supplementary materials also discussed. The final chapter reviews the sequential development of reading skills, reading inventories and standardized tests, the motivating of students, classroom management, lesson planning, and other facets of program implementation. (The document includes chapter references, tables, addresses of publishers, and a general index.) (This document is available from the Houghton Mifflin Company, Boston, Mass.) (ly)

SECONDARY TERMS: reading material selection, family involvement, social problems, adult learning, age differences, classroom techniques, reading materials, supplementary reading materials, functional reading, tests, testing, financial problems, illiterate adults, grade 4,

AC 001 709,I STATEMENT OF COUNCIL OF STATE DIRECTORS OF ADULT EDUCATION TO USOE RE TEACHER-TRAINING. Council of State Directors of Adult Education. 67. 7p.

TERMS: *program administration, *adult basic education, *administrative agencies, *seminars, Title III programs, USOE, Council of State Directors of Adult Education,

ABSTRACT: The Council of State Directors of Adult Education, as representatives of the governmental units designated by Congress to administer Title III programs at the state and local level, make these suggestions to the USOE staff. It should re-assess training needs and redesign strategies for meeting them. It should invite top level personnel from major agencies for ABE to a national seminar to work out such matters as a policy definition of ABE, guidelines for recruitment and instruction, decisions as to which nationally-funded programs should be given priority. Follow up regional meetings should plan detailed implementation and expenditure of 309-c funds. National institutes should be held for state staff personnel in adult education, for directors of ABE in large metropolitan problem areas, and for professors of adult education. Regional, state and metro area programs for training supervisory staff and teachers should be designed. Representatives of several points of view in training methodology should be given consultative status. Maximum resources should go for training and minimal for subsistence and administration. The 309-c training experiences can strengthen training programs of universities and develop commitments of teacher training institutes not yet involved with training adult educators. The 309-c funds should meet most training needs and leave funds allocated directly to states for instruction purposes. (rt)

AC 000 004E ADULT BASIC EDUCATION (Report on the national seminar, Toronto, Mar
ED 010 676 18-20, 1966). Canadian Association for Adult Education, Toronto (Ont.)
Frontier College, Toronto (Ont.) 66 EDRS PRICE MF-$0.18 HC-$3.24
81p. mimeo.

TERMS: *adult basic education *adult programs, *legislation, *teaching methods, policy speeches, formation, Canada,

ABSTRACT: This seminar was concerned with techniques of basic adult education, broad policy, and legislation. Topics of addresses included--Canadian facts and figures, Frontier College, Elliot Lake Centre, Leaside Education Assistance Project, Indian affairs, adult education in Calgary, Metropolitan Educational Television Association, technical and vocational training, Program 5, the need for research, and adult dropouts. An appendix contains recommendations of the seminar. (ja)

C 001 251 E
ED 012 854 A PROPOSED PROGRAM FOR A CURRICULUM DEVELOPMENT LABORATORY FOR UNEMPLOYED OUT-OF-SCHOOL YOUTH, 16 TO 21 YEARS OF AGE. New York. State Education Dept. 66 EDRS PRICE MF-$0.18 HC-$4.48 112p.

ERMS: *curriculum development, *unemployed, *out of school youth, *program development, vocational counseling, young adults, adult basic education,

BSTRACT: A five-member consultant team, during the summer of 1966, developed program for out-of-school youth which would relate work and study and provide on-the-job raining with the ultimate goals of placing participants in suitable vocations and ssisting their return to formal education leading to a high school diploma. This roposal outlines program goals, organizational structure (chain of authority, advisory oard, staff responsibility) center population (selection, recruitment, description o be sent to agencies), teacher qualifications (personality, skills, background), taff training program (orientation, overview of staff approach), center program (schedule, physical facilities, student salaries), and coordinating activities (meetings, valuation, student involvement in decision making, advisory council, and planning). Appendixes include schedules, language, reading, and computation curriculums, descriptions of interaction seminars, audio-visual aids and mechanical devices, and bibliographies. (aj)

ECONDARY TERMS: teacher qualifications, administrative organization, on the job raining, staff improvement, student recruitment, program content, skill centers, eading instruction, language instruction, arithmetic, training objectives, program roposals, work experience programs, participant characteristics,

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AC 001 350 I PUTTING RESEARCH, EXPERIMENTAL, AND DEMONSTRATION FINDINGS TO USE (Report of a multi-agency manpower seminar, Washington, D.C., Nov28-29, 1966) (MDTA experimental and demonstration findings, 1). U.S. Dept. of Labor. Manpower Administration. JUN 67 81 p.

TERMS: *research, *information utilization, *information dissemination, *adoption (Ideas), organizational change, research proposals,

ABSTRACT: The 1966 Washington multi-agency seminar on research utilization was opened with a summary of available studies of the problem. The current activities and objectives of the participating agencies were discussed and two case studies were presented--The Military Volunteer Rejectee Project of the National Committee on Children and Youth and the Greenleigh Associates' evaluation of adult literacy teachers and teaching systems. Small group discussions on aspects of research implementation produced numerous ideas on stimulating good research proposals, improving the grant or contract negotiation procedure, facilitating interaction between sponsors and grantees or contractors, clarifying the kinds of action which might result from projects, translating research findings into action, training Washington program staffs through inservice or other means, and developing better interagency coordination in probing problem areas. (The document includes a review of selected literature, the Position paper of the Bureau of Research of the Office of Education, current dissemination and utilization activites of the Bureau of Research, the Office of Manpower Policy, Evaluation and Research, and the Vocational Rehabilitation Administration, followup suggestions, and four models of the change process in relation to implementation of research). (ly)

SECONDARY TERMS: financial support, federal agencies, administrative personnel, follow up studies, interagency coordination, demonstration projects, experimental projects, models, researchers, research reports,

AC 001 544 E
ED 014 027
INDUSTRIALIZATION, IMMIGRANTS, AND AMERICANIZERS, THE VIEW FROM MILWAUKEE, 1866-1921. Korman, Gerd. The State Historical Society of Wisconsin, Madison. 67 DOCUMENT NOT AVAILABLE FROM EDRS 234p.
TERMS: *immigrants, *industry, *historical reviews, industrial education, citizenship, ethnic groups, ethnic stereotypes, employment

ABSTRACT: During the late nineteenth century, attempts were made in Milwaukee and elsewhere in the nation to improve relations between industrial employers and their immigrant workers. These attempts consisted largely of company-sponsored recreational and welfare activities marked by informality and paternalism. After 1900, however, came more systematic safety, health, and welfare programs by such companies as Illinois Steel, Allis-Chalmers, and International Harvester. Methods and materials for safety and health education were often designed to cope with the many languages and the alleged cultural and mental limitations of semiskilled and unskilled workers from eastern and southern Europe. In addition, labor militancy, industrial change, and the outbreak of World War I spurred the creation of English classes and intensive Americanization campaigns in industry, especially in the United States Steel Company and the Ford Motor Company. (Socioeconomic and occupational patterns and conditions among various Milwaukee ethnic groups during the decades of heaviest immigration are also documented.) (The document includes a subject index, an extensive bibliography, and is available from The State Historical Society of Wisconsin, Madison) (ly).
SECONDARY TERMS: patterns, socioeconomic influences, wages, propaganda, welfare services, safety education, health education, employer employee relationship, organizations (groups), educational objectives, English (second language), Milwaukee, Wisconsin,

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AC 000 484 I
ED 003 439
SUMMARY OF SOUTHWESTERN STATES DEVELOPMENTAL PROJECT RELATING TO EDUCATIONAL NEEDS OF ADULT AGRICULTURAL MIGRANTS. Orr, Calvin R. * and others. Colorado Dept. of Education, Denver. CRP-K-005 MAR 65 14p.
TERMS: *migrants, *educational needs, *economically disadvantaged, *regional programs, *program development, depressed areas, adult basic education,

ABSTRACT: A cooperative effort was made in Texas, New Mexico, Arizona, and Colorado, to determine the educational needs of adult agricultural workers in the intermountain migratory stream within these states. Because of mechanization, migrancy was found to be declining, except in Texas. Of the migrants, 85 percent are Mexican-Americans, with traditional Spanish, family-centered culture. They are ethnocentric, ignorant of Anglo-American ways, and timid in action. Average grade level is about 5th and not much interest is expressed in education, except for the children. Within these southwestern states, in 1960, were 25 percent of families with incomes below poverty level, including most of the Spanish-Americans, both rural and urban, and also many American Indians. Areas of educational emphasis most needed are basic education, occupational training, and acculturation. Education of the adults is a must if education for the children is to be of value. (eb)
SECONDARY TERMS: cooperative programs, southwestern states, rural areas, educational background, educational planning, surveys, American Indians, Mexican-Americans,

AC 000 251 C LITERACY AND SCHOOLING ON THE DEVELOPMENT THRESHOLD, SOME HISTORICAL CASES (IN EDUCATION AND ECONOMIC DEVELOPMENT, ed. by C. Arnold Anderson and Mary Jane Bowman. Chicago, Aldine, 1965/347-362). Anderson, C. Arnold. 65 16p.

TERMS: *literacy, *economic progress, *historical surveys, *social changes. socioeconomic background, *educational trends, elementary education, England, United States,

ABSTRACT: The amount ot literacy that was a precondition of economic development during the formative period of western industrial economies is discussed, using historical survey of England from the 15th to the 19th centuries, and the United States from the 16th to the 18th centuries as examples.

AC 001 242JI CONTINUING EDUCATION (Special issue, ILLINOIS JOURNAL OF EDUCATION, 57(5), Sep 1966). Sep 66 95p.

TERMS: *adult basic education, *interagency cooperation, *Welfare agencies, *economically disadvantaged, *public school adult education, inservice teacher

ABSTRACT; This special issue of the ILLINOIS JOURNAL OF EDUCATION reports on the first achievements of the first three years of the Illinois statewide adult education programs, emphasizing adult basic education. Part of the program is carried out through a cooperative agreement between the Office of the Superintendent of Public Instruction (under Title II-B of the Economic Opportunity Act) and the Department of Public Aid. The Department of Adult Education has carried the responsibility for teacher and inservice training. Articles report on the role of the Department of Public Aid, on programs in public schools, business schools, and junior colleges, programs in home economics and civil defense, and for high school equivalency. Special projects in Decatur, Peoria, and East St. Louis are described. (sm)
SECONDARY TERMS: education, welfare recipients, continuing education centers, equivalency tests, high school diplomas, junior colleges, Illinois,

AC 001 838 E A PILOT STUDY TO DEVELOP AND DETERMINE THE FEASIBILITY OF A PACKAGED MATERIALS PROGRAM FOR TEACHING READING AND THE GENERAL DEVELOPMENT AREA OF ADULT BASIC EDUCATION. Final report. Smith, Edwin H. * Geeslin, Robert H. Florida State Univ., Tallahassee. BR-6-8675. U.S. Office of Education. Bureau of Research. Nov 67 OEG-27-068657-1651 EDRS PRICE MF- $0.50 HC-$3.84 94p.

TERMS: *instructional materials, *reading, *adult basic education, *evaluation, feasibility studies, functional illiteracy, evaluation techniques,

ABSTRACT: The objectives of this project were to prepare and field test instructional materials for use with adults reading below the seventh grade level. Two studies were made in northern Florida in 1967 of gains in reading vocabulary and comprehension by students using traditional materials. The high dropout rate in the first study precluded useful generalizations, but the second gain study showed significant differences between the pretest and posttest scores of both groups in both skills. There was some evidence that the new materials were teaching both skills better than the usual ones. The students rated the new materials as more interesting than some traditional materials and just as interesting as the best of them. In the first of two studies on teacher acceptance, the newer materials were the ones best received by the teachers. Moreover, intensively trained adult basic education teachers and experts in the field compared the experimental edition with existing systems, and both gave it an overall rating higher than that of the five best traditional materials then available. Thus, the new materials seem effective and well accepted by both students and teachers. (The document includes 19 tables, 44 references, appendixes, and a review of the literature.) (ly)

SECONDARY TERMS: rating scales, interest scales, instructional staff, adult students, reading ability, reading achievement, vocabulary, reading comprehension, post testing, pretests, experimental groups, dropout rate, student attitudes, literature reviews, statistical data, grade 7, Florida,

AC 001 907 I NARRATIVE SUMMARY OF NATIONAL DATA ON STUDENTS IN ADULT BASIC EDUCATION and RESULTS OF THE SURVEY OF ADULT BASIC EDUCATION STUDENTS. U.S. Office of Education. Adult Education Branch 68 10p.

TERMS: *adult basic education, *participant characteristics, *public school adult education, *national surveys, race, marital status, income, welfare

ABSTRACT: A tabulation of the national summary of data resulting from a Demographic Survey of Adult Basic Education students conducted by the U.S. Office of Education, cooperating with state and local public school systems during the first half of 1967, covers 94,000 new enrollees of the 400,000 total enrolled during that school year. Data are given on race or national origin, sex, marital status, income and employment, welfare recipients, home and class location, age, and grade level completed. This document is available from the U.S. Office of Education, Adult Education Branch, Washington, D.C. (aj)

SECONDARY TERMS: recipients, school location, educational background, demography, sex differences, age differences,

AC 001 353 E AUTOMATION AND TECHNOLOGY IN EDUCATION. U.S. Congress. Joint Economic
ED 012 872 Committee. AUG 66 EDRS PRICE MF-$0.09 HC-$0.68 17p.
TERMS: *automation, *instructional technology, *educational policy, *technological advancement, educational needs, government role,

ABSTRACT: Recent developments in such technological aids as educational television, videotape, computerized instruction, microfilms, and talking typewriters, have the potential to revolutionize the American system of education, to alleviate socioeconomic ills, and to eliminate adult illiteracy. However, long-range benefits will depend greatly on basic and applied educational research, sound curriculums and administrative structures, and effective use of both teachers and advanced equipment. Therefore, educational institutions, government agencies, and manufacturers of educational "hardware" and "software" must work together to develop systems of technology geared to the genuine needs of students. (This was a report of the Subcommittee on Economic Progress of the Joint Economic Committee, to the 89th Congress, Second Session and is also available, for 10 cents, from the U.S. Government Printing Office, Washington, D.C. 20402) (ly)
SECONDARY TERMS: educational change, literacy education, systems development, teaching techniques, manpower utilization, information needs,

AC 000 331 TENES, A SURVEY OF THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKERS IN THE UNITED STATES. Final report. Allen, Harold B. National Council of Teachers of English, Champaign, Ill. U.S.Office of Education, Washington. 66 166p. illus.
TERMS: *English instruction, *non English speaking, *educational needs, *national surveys, *program descriptions, teacher education,

ABSTRACT: A national survey sought to gather data on the teaching of English as a second language to children and adults. Because many state and local school officials seemed unaware of the problem and did not think of such teaching as a unique discipline, data were difficult to obtain. Of the 1,683 questionnaires mailed to administrators in colleges, schools, and other agencies, a 48 percent return yielded only 510, or 30 percent, usable forms. Data were sought on personnel in formal English instruction to students having a language other than English, policies followed in employing prospective teachers, preparation of teachers currently in the system, curriculum, number and language background of students, teaching aids available, use of commercial texts and tests, and identification of problems and needs. Appendixes include a report of the subsequent University of Minnesota TENES conference in February, 1966, several descriptive studies of language programs, and the questionnaires used in the survey. (ja)
SECONDARY TERMS: teacher placement, curriculum, student characteristics, instructional materials, language programs, data collection, questionnaires, research,

AC 001 180 FI THE APPLICATION OF PROGRAMED INSTRUCTION TO FOREIGN LANGUAGE AND LITERACY TRAINING. Rocklyn, Eugene H. Paper 8-67. DA44-188-ARO-2.
ED 011 373 George Washington Univ. Washington. HumRRO Feb 67 13p.
TERMS: *programed instruction, *literacy education, *evaluation, *audio equipment, *second language learning, training techniques, military personnel, tape recordings,

ABSTRACT: As shown in the programs described, the advantages of programed foreign language instruction for military personnel lies in eliminating or relieving the need for native or highly trained instructors, and in providing needed practice through repeated opportunities to respond in a favorable learning environment. The first course, designed to help troops gather low level tactical information, used recorder equipment, taped course material, scoring equipment, and printed course material. The programed course in Vietnamese (largely composed of queries for information, social amenities, advising terms, instructions, and commands) employed a dual-track student tape recorder, earphones, and a student microphone. These programs led to clearly increased proficiency even among relatively less able students. In programed literacy education, (a comparatively undeveloped area) the Progressive Choice Reading Method and the Diebold Group system, both of which combine programed instruction with tutorial instruction, have also shown considerable promise. (The document includes 4 references, and a description of the National Clearinghouse for Self-instructional Language Materials.) (This document, AD 647841, is available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 Microfiche 65¢ Hardcopy $3.00) (ly)

AC 001 625 E EXPERIMENTAL EXPLORATIONS IN PROGRAMMED INSTRUCTION AND OBJECTIVE TESTING MEASURES. Paper 2. Report of the "Variables Influencing Behavior" Project. Berman, Mark L. Arizona State Univ., Tempe. Dept. of Psychology.
ED 014 662 AUG 66 EDRS PRICE MF-$0.25 HC-$1.88 47p.
TERMS: *evaluation, *intelligence tests, *reinforcement, *timed tests, *reading tests, measurement instruments, testing, research,

ABSTRACT: As one phase of research in applied anthropology, Yaqui Indian and Mexican men in Arizona have participated for three years in experimental programed courses in basic English and arithmetic. The students had previously had an average of five years' formal schooling. A battery of standard objective tests was given to measure IQ and ability to read and comprehend English. A first series of tests was administered with specified time limits observed. A second series was given also with the time limits. Then students were allowed to complete the tests. The concession of time to work to completion changed IQ percentile ranks from 11 or 12 to 66, 77.5 and 63. Various tests of reading, vocabulary, and other skills yielded highly inconsistent evaluations of the students' abilities. A third series of tests was based on a novel experimental approach to programed learning. An adjusting schedule of reinforcement for meeting time and error criteria was put in force. This involved raising or lowering requirements for reinforcement using the student's own performance as a measure. Results indicated that both speed and accuracy can be controlled by reinforcement contingencies. (Also included are six references and 32 tables.) (author)
SECONDARY TERMS: experimental groups, participant characteristics, minority groups, English (second language), objective tests, test results, programed texts, analysis of variance, educational background, educational disadvantagement, Mexican Americans, American Indians,

C 000 164 C BIG CITY DROPOUTS AND ILLITERATES. Dentler, Robert A. * Warshauer,
D 011 349 Mary. 65 138p.
ERMS: *urban dropouts,*illiteracy, *dropout rate, *statistical data, *research, urban areas, comparative analysis, economic factors,

BSTRACT: Results of this study broaden knowledge of the relationship between ducational attainment and economic insecurity and suggest that national and tate economic policies, including programs of social insurance, may be of ubstantial importance in fostering increased educational attainment, while school nd welfare programs that attempt to deal directly with dropout prevention or literacy are irrelevant if not futile. (Document available from Center for Urban Education, New York, for $3.00)

AC 001 890 E PERSONALITY FACTORS WHICH MAY INTERFERE WITH THE LEARNING OF ADULT BASIC EDUCATION STUDENTS. Hand, S.E. * Puder, William H. Florida State Univ., Tallahassee nd EDRS PRICE MF-$0.25 HC-$1.24 29p.

TERMS: *illiterate adults, *psychological characteristics, *self concept, *social environment, *beliefs, adult learning, emotional problems,

ABSTRACTS: To understand better the learning characteristics of culturally disadvantaged adults and to study the emotional fcators commonly observed among this population which appear to inhibit participation in organized educational activities and learning, the literature in several areas of psychological research was surveyed. In this paper the researchers (1) examine the concept of Self as it pertains to the adult basic education student, (2) review Rokeach's hypothesis of the Closed Belief-Disbelief System in an effort to relate it to the emotional make-up of adult basic education students, (3) describe the "Closed" social environment which gives rise to the phenomenon of the "Closed" mind, and (4) identify some of the personality characteristics of the adult basic education student which interfere with his potential as a learner. In addition to overcoming such personality factors as alienation, avoidance, hostility toward authority, withdrawal, violent aggression, fear of schools, self-image as an illiterate, rejection of the desire to develop intellectually, mental blocks against the world, and rigid value systems, the illiterate must break out of a slough of defeat and despair if he is to achieve. (There is a bibliography) (aj)

SECONDARY TERMS: learning difficulties, student alienation, withdrawal tendencies (psychology), hostility, aggression, fear, mental rigidity, social values, cultural disadvantagement, adult basic education, literature reviews,

II Particular Programs

AC 001 463 E
ED 013 420

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS (11th Progress Report, Jun 1- Aug 1, 1966, Featuring--Community Sponsorship Program). Draper Correctional Center, Elmore, Ala. Rehabilitation Res. Found. 82-01-07 U.S. Dept. of Labor. Office of Manpower Policy, Evaluation and Res. 66
EDRS PRICE MF-$0.18 HC-$3.96 99p.

TERMS: *corrective institutions, *delinquent rehabilitation, *vocational education, *behavior change, *community support, programed

ABSTRACT: The Vocational Experimental-Demonstration Project at Draper Correctional Center, an experiment to reduce recidivism through vocational training, in its first 21 months trained 173 youths in seven trades and placed 150 graduates in jobs. Details of selection, counseling, training, placement, and follow-up of inmates the use of individualized programed materials and of experiments to increase motivation in basic education classes are given in this report. Although the Project has succeeded in teaching trades, it has failed in effecting enough behavioral change to avert recidivism and persistent deviant behavior--the rate of recidivism among parolees has actually increased since the last report. In an effort to produce behavioral change two proposals are made--(1) to initiate a detailed study of each returnee, analyzing his failure and prescribing treatment, and (2) to begin a Community Sponsor program coordinated through the parole supervisor. Working with community organizations, the parole office will train men to assist the newly released inmate to adjust to society and to succeed in his new trade. The sponsor will be either a craftsman in the same trade area as the parolee or a person with a history of crime who is now doing well. The sponsor will act as a guide, friend, and behavior model to the releasee. (aj)

SECONDARY TERMS: instruction, individual instruction, material development, adult

(Over)

AC 001 464 E
ED 013 421

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS (12th Progress Report, Aug 15- Oct 15, 1966, Featuring--Auto Service Station Mechanic-Attendant Course). Draper Correctional Center, Elmore, Ala. Rehabilitation Res. Found. 82-01-07 U.S. Dept. of Labor. Office of Manpower Policy, Evaluation and Res. 66 EDRS PRICE MF-$0.27 HC-$5.20 130p.

TERMS: *corrective institutions, *delinquent rehabilitation, *vocational education, *behavior change, *auto mechanics, counseling services,

ABSTRACT: The Demonstration Project at Draper Correctional Center aims to show that vocational training leading to employment, intensive counseling, basic education classes, and a program of community sponsorship of releasees can decrease the rate of recidivism and effect enough behavior change in inmates to turn them into useful citizens. Training objectives are--(1) to teach a group of youthful offenders a trade (courses offered are welding, radio and TV repair, appliance repair, auto mechanics, barbering, bricklaying, and technical writing), (2) to construct programed materials, (3) to assess ways to improve training and insure placement and guidance of trainees after parole, and (4) to make training materials available to other institutions. Supplementary classes are given in remedial reading and personal-social skills. The auto mechanics course, reviewed in detail in this report, was developed around commercial training materials including a programed text. Needs of a area employers, availability of equipment, and the capabilities of trainees were considered in course planning. A follow-up study of the college students who have been employed as subprofessionals in work-study programs is underway to determine the effect of their work at Draper on their college and careers. (Document includes comparative test profiles and statistical tables.) (aj)

(over)

AC 001 465 E
ED 013 422

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS (13th Progress Report, Oct 15- Dec 15, 1966). Draper Correctional Center, Elmore, Ala. Rehabilitation Res. Found. 82-01-67-36 U.S. Dept. of Labor. Office of Manpower Policy, Evaluation and Research. 66 EDRS PRICE MF-$0.18 HC-$4.96 124p.

TERMS: *corrective institutions, *delinquent rehabilitation, *adult basic education, *reading improvement, *educational games, programed

ABSTRACT: Individually designed basic education programs emphasizing programed instruction to provide motivation through continuous feedback complement the vocational training given each inmate participating in the demonstration project at the Draper Correctional Center. A remedial reading program for all trainees scoring below 7th grade includes phonics training and a reading improvement program of 40 lessons in which lecture-articles, tachistoscopic exercises (the PerceptoScope), and controlled practice articles with comprehension tests are used. A program of academic games which can provide additional motivation and opportunities for intellectual group interaction is planned. In a controlled experiment, four games-- Equations, On Sets, Democracy, and Propaganda--will be used in varying combinations with other teaching methods by six groups of students whose ahievements will be tested and compared. Each game teaches one subject and is so structured that in order to win a player must be able to communicate his knowledge to other players. Aspects of the project reviewed in this report include contingency management studies, materials development, follow-up case histories, community sponsor program, inservice training, reading program evaluation, materials and reading resources, training conferences, and the study of recidivists. (aj)

SECONDARY TERMS: instruction, individual instruction, reinforcement, motivation,

(over)

AC 001 466 E
ED 013 423

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS (14th Progress Report, Dec 15, 1966-Feb 15, 1967). Draper Correctional Center, Elmore, Ala. Rehabilitation Res. Found. 82-01-67-36 U.S. Dept. of Labor. Office of Manpower Policy, Evaluation, and Res. 67 EDRS PRICE MF-$0.18 HC-$4.72 118p.

TERMS: *corrective institutions, *delinquent rehabilitation, *individual instruction, *programed instruction, *failure factors, motivation,

ABSTRACT: Dissemination of program findings to the correctional field is a key objective of the current phase of the Experimental-Demonstration Project for vocational training of inmates at Draper Correctional Center. Leaders in corrections and manpower training will meet in four conferences, plans for which are outlined in this report. Because 23 percent of the 186 released graduates of the program have been returned to prison, a study is underway to analyze the factors in the recidivist's inability to succeed in the free world. Questionnaires drawn up for interviews with the recidivist, parole supervisor, employer, and family are included. To provide educational skills necessary to enter vocational courses and advance in trades, all trainees are scheduled for remedial classes for eight hours each week. Individualized programed instruction is prescribed for each student on the basis of his deficiencies as interpreted from the Metropolitan Achievement Test. Also included in this report is the evaluation of the project by a manpower analyst in the Department of Labor, summaries of administration, counseling, training, statistics, and personnel activities, and two papers--"Counseling and guidance in a correctional vocational training program," and "Selection and evaluation of programmed instructional materials." (aj)

SECONDARY TERMS: counseling services, reinforcement, adult basic education,remedial instruction, vocational education, program evaluation, material development, public

(over)

AC 001 467 E
ED 013 424

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS (15 th Progress Report, Mar 1- May 1, 1967). Draper Correctional Center, Elmore, Ala. Rehabilitation Res. Found. 82-01-67-36 U.S. Dept. of Labor. Office of Manpower Policy, Evaluation, and Res. 67 EDRS PRICE MF-$0.27 HC-$5.20 130p.

TERMS: *corrective institutions, *delinquent rehabilitation, *vocational education, *counseling services, *programed instruction,

ABSTRACT: In the Draper Manpower Development and Training Project, initiated to train institutionalized offenders in trades, 810 inmates have been tested for ability, aptitude, and educational achievement. A picture vocational preference test was devised to overcome the group's verbal disability. Of the 331 inmates accepted for training, 231 have graduated, 63 are in training, and 37 were dropped. Programed lessons in basic education and vocational skills have been developed and are available for use with other disadvantaged groups. Inservice training has enhanced the capabilities of the staff, which is complemented by college students who work for one semester. Efforts to lower the recidivism rate include a study of recidivists, development of socialization materials, plans for a transitional program for releasees, and a community sponsorship program in which volunteers and organizations become involved in the rehabilitation of the parolee. A program to disseminate findings is underway. (Document includes a conference program, an outline for a course in personal-social relations, and three papers--"The counseling process in an MDT program for offenders," "A follow-up report of a study on Draper's College Corps," and "Development, evaluation, and use of programmed materials as developed in the Draper Experimental and Demonstration Project.") (aj)

SECONDARY TERMS: individual instruction, adult basic education, college students,

(over)

AC 001 441 E
ED 013 406

A PLAN FOR EXPANSION AND DEVELOPMENT OF EDUCATION DEPARTMENTS OF FLORIDA DIVISION OF CORRECTIONS, IN COOPERATION WITH FLORIDA STATE UNIVERSITY ADULT EDUCATION DEPARTMENT. Endwright, D.K. Florida Division of Corrections, Tallahassee. JUN 67 EDRS PRICE MF-$0.09 HC-$1.72 43p.

TERMS: *corrective institutions, *adult education programs, *program development, *educational planning, educational finance, program

ABSTRACT: The plan for expansion and development of education programs in corrective institutions is organized into five timed phases to be completed in three years. A chart representing the program, affiliated research and agencies delineates planned activities. Phase one (15 weeks) will survey existing programs (vocational and academic facilities, student-teacher ratio, curriculum, and so on), and various agencies will help determine present and future needs. Phase two (36. 5 weeks), considered the most important element of the program, will develop a recommended school program based upon standards for accreditation as an Adult Education Center. Many aspects determined in this phase will be assigned to institutions in phase three (six-nine months) as pilot projects to evaluate the feasibility for incorporation into programs. The final phase (one year) will put all proven and acceptable pilot projects, recommendatio and suggestions into operation. Education programs of seven Florida institutions are cited and include such projects as--free college correspondence courses, vocational and academic provisions, state-funded library support, and civil defense courses. Inmate capacity, staff positions and inmate publications are also included. (pt)

SECONDARY TERMS: improvement, adult vocational education, adult basic education, program descriptions, rehabilitation program, accreditation (institutions), continuing education centers, citizenship, research, nongraded system, individual instruction, Florida State Prison, Sante Fe Correctional Farm, Glades Correctional Institution,

AC 000 058 E DROPOUT RATES. Modesto Multi-Occupational Adult Training Project, Report 2.1. Pearce, Frank C. Modesto Junior College, Calif. Adult Division.
ED 011 356 JAN 66 EDRS PRICE MF-$0.09 HC-$0.68 17p.
TERMS: *adult vocational education, *enrollment, *adult dropouts, *dropout rate, adult basic education, business education,

ABSTRACT: This report provides a general picture of the enrollment pattern for the Modesto Multi-Occupational Project. Tables give data on the active and inactive enrollment in vocational and prevocational training programs and reasons for dropping out of the programs, the main reasons being lack of progress, lack of interest, poor attendance, and family problems. Dropout rates are given for individual training programs in home economics, trade and industrial education, business and agricultural education. Overall dropout rates are summarized. pg)
SECONDARY TERMS: home economics education, trade and industrial education, attendance, tables (data), retraining, educational interest, investigations, Stanislaus county, Modesto, California,

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AC 001 129 I ADULT BASIC EDUCATION, JUNCTION CITY PROJECT. Final report. Kitchens, John E. Kansas State Univ., Manhattan. Division of Continuing Education 66 23p.
TERMS: *adult basic education, *pilot projects, *demonstration projects, *program evaluation, student recruitment, promotion (publicize), counseling services,

ABSTRACT: This report on a pilot project in adult basic education conducted by the Junction City public schools in 1966 was organized around the following headings--administration, students, counseling services, teaching methods and materials, and evaluation and recommendations. The contract for the project had specified these objectives--(1) Identification of effective recruitment practices for securing and maintaining participation in the self-improvement study program, (2) Development of guidelines for a model adult basic education program, including teaching methods and materials, and (3) Evaluation of the program and recommendations for implementing adult basic education classes into public school programs. The appendix contained a student roster, a report on a foreign language seminar, a statement on Home Economics contribution, and a list of materials used. Available from the Division of Continuing Education, Kansas State University, Manhattan, Kansas) (sg)
SECONDARY TERMS: teacher qualifications, community coordination,

AC 001 258 E EVALUATION OF EOA NEIGHBORHOOD CENTERS, ADULT BASIC EDUCATION, 1965-1966).
ED 012 855 Oakland Public Schools, Calif. Research Dept. R-8 Oakland Public Schools, Calif. Dept. of Adult Education. Oakland Public Schools, Calif. Dept. of Spec. Urban Educ. Services. 66 EDRS PRICE MF-$0.09 HC-$0.92 23p.
TERMS: *program evaluation, *adult basic education, *neighborhood centers, test results, counselor evaluation, teacher evaluation, research,

ABSTRACT: A first-year evaluation was made of seven neighborhood centers in Oakland, California, set up to provide remedial instruction in basic education and in methods of seeking and applying for employment, offered under the Economic Opportunity Act. Participants ranged widely in age, (21-76) with a great number in the advanced age group. Their educational level was typically in the upper elementary years. Because of irregularity in attendance, testing was administered to only 37 of the participants. The Gates Reading Test was used for word recognition and paragraph reading, the California Arithmetic Test for reasoning and fundamentals, and the Oakland Public Schools Primary Word List for spelling. Modest but significant gains were made in reading. Gains in arithmetic were about twice that in reading and reflected month-for-month gains on the average. A small but significant gain was noted in spelling. Ten of the 37 participants obtained perfect scores on the spelling test, a fact which raised the question of the suitability of this test for such populations. Staff noticed positive changes in student attitudes and self-perceptions and student reactions were favorable. (The appendix includes evaluations of the centers by teachers, counselors, and participants.) (sm)
SECONDARY TERMS: reading, spelling, arithmetic, test validity, testing, adult dropouts, participant characteristics, statistical data, academic achievement, questionnaires, Oakland, California,

AC 000 550JI THE TUSKEGEE EXPERIMENT IN ADULT TRAINING (IN Adult leadership 15(3), Sep 1966, pp.83-84,96) Torrence, Preston E. 66 3p.
TERMS: *experimental programs, *vocational training, *vocational counseling, *program evaluation, *unemployed, rural areas,

ABSTRACT: Tuskegee Institute, supported by the U.S. Dept. of Labor's Office of Manpower and the Dept. of Health, Education, and Welfare, initiated an experimental program in rural adult education. The 12 month program sought to counsel, train, and place in jobs 180 men. These were responsible to farm families with incomes under $1200 a year, were intellectually below grade 8, unemployed, underemployed, or unemployable. Of the trainees, 91 lived on campus and 89 commuted. They were instructed in communication and number skills, given extensive personal and vocational counseling, and taught meat processing, carpentry, brickmasonry, or farm machinery repair. Of the 166 who completed training, 135 were employed at an average wage of $2.60 an hour within 4 months. Employers reported over 90 percent getting along well. Half the trainees reported that their training was sufficient for their jobs. The author recommends that trainees be grouped by learning potential and be in residence during training. He suggests detailed coordination of basic and technical skills, and counseling for families as well as for trainees. (ja)
SECONDARY TERMS: adult basic education, individual counseling, low income groups, job skills, employment qualifications, research, residential method, MDTA, Tuskegee Institute,

AC 001 259 E EVALUATION OF THE EOA BASIC EDUCATION PROGRAM, 1965-66. Oakland
ED 012 856 Public Schools, Calif. Research Dept. RR-11 Oakland. Dept. of Adult
Education, Calif. 66 EDRS PRICE MF-$0.09 HC-$1.96 49p.
TERMS: *adult basic education, *English (second language), *program evaluation,
*culturally disadvantaged, *remedial instruction, achievement tests,

ABSTRACT: Classes in basic education and English for foreign-speaking persons, funded by the Economic Opportunity Act (EOA), were begun in January 1965 in adult day schools in Oakland, California, for men and AFDA mothers, who tested at less than 8th-grade level. Welfare payments were continued and cash reimbursements and child care provided for mothers. Remedial pre-vocational classes in pre-nursing, pre-housekeeping, pre-clerical, or pre-technical areas were provided. Student achievement was tested with the Stanford Achievement Test (SAT), the results simulating third to fifth-grade level. These tests may have provided an inadequate indication of student growth, in that they are tests for elementary children, they were administered at different times during the course, and there were considerable age differences among the persons tested. Teachers of adult basic education indicated that about half of the students made good to excellent progress, more in motivation and self-confidence than in skills. In the English for foreign-speaking classes, 50 to 80 percent of the work showed good to excellent progress especially in the skill area. Students rated as most important improvement in reading, amount of learning, helping their families, and planning budgets. Appendixes include the teacher rating scale, student rating scale, questionnaire, 6 tables, and student biographies. (sm)
SECONDARY TERMS: student evaluation, teacher evaluation, test validity, motivation, non English speaking, academic achievement, rating scales, language skills, self concept, training allowances, social sciences, Economic Opportunity Act, Stanford Achievement Test, Oakland,

III Teacher Training

AC 001 325 E
ED 012 866
SYLLABUS FOR ADULT EDUCATION PROGRAMS FOR TEACHERS OF DISADVANTAGED (ed. 444G). Richardson, William * Shelton, Donald. Oregon College of Education, Monmouth. NOV 66 EDRS PRICE MF-$0.18 HC-$2.84 71p.

TERMS: *adult basic education, *curriculum guides, *adult educators, *disadvantaged groups, *bibliographies, adult learning,

ABSTRACT: Broad topics covered in the syllabus for teachers of adult basic education are--the introduction to the course, definition of the disadvantaged population (conditions and problems of minority groups and their characteristics), adult learning process (motivation, objectives, types of teachers needed, teaching techniques), counseling and guidance (basic principles, responsibility of staff members for counseling, testing), adult education development and history, adult education program (types of programs, legislation, migrant adult education), introduction to adult basic education curriculum (development of basic and intermediate skills), vocational education (types of programs and materials used), and general educational development testing program and certificate of equivalency (uses and preparation for tests) including future trends in adult education. The extensive bibliography includes teacher materials, student materials, and films and filmstrips. (aj)

SECONDARY TERMS: learning motivation, guidance counseling, vocational education, testing, correspondence courses, tutoring, teaching techniques, migrants, teacher characteristics, adult characteristics, reading, language skills, mathematics, citizenship, family life, minority groups, films, filmstrips,

AC 001 636 E
ED 014 664
AIDES FOR ADULT EDUCATION, A TRAINING PROGRAM FUNDED BY THE OHIO BOARD OF REGENTS UNDER TITLE 1 OF THE HIGHER EDUCATION ACT. Edwards, William L. * Cohen, Edmund D. Case Western Reserve Univ., Cleveland, Ohio. Cleveland College. Cleveland Public Schools. Division of Adult Education. 67 EDRS PRICE MF-$0.25 HC-$0.80 20p.

TERMS: *teacher aides, *adult basic education, *public schools, *teacher workshops, *evaluation, welfare recipients, participant

ABSTRACT: The Aides for Adult Education workshop (February 10-May 20, 1967) was held in Cleveland, Ohio by Cleveland College and the public school system to develop better classroom communication and a more intensive learning situation for disadvantaged adult students. Twenty welfare recipients, almost all Negro women, were selected for aide training on the basis of verbal ability, reading comprehension, interpersonal attitudes, and attitudes toward educational institutions and community organization. Experienced teachers in public school adult education were chosen for the project according to successful classroom performance, interest in a training project, and a felt need for the help of an aide. Workshop activities were designed to give both aides and teachers an overview of adult basic education, curriculum materials, classroom organization, and procedure. An evaluation of classes with and without aides showed that with aides, more individual help is given, and teachers lecture more and answer questions less. The teachers themselves felt that they could effectively handle larger classes with aides. (The document includes appendixes and workshop statistics) (ly)

SECONDARY TERMS: characteristics, economic disadvantagement, selection, criteria, training techniques, rating scales, classroom environment, negroes, evaluation techniques,

(over)

AC 000 880 C PROFESSIONAL PREPARATION IN LITERARY EDUCATION. (Reprint from Jounrnal of teacher education/290-293, Sep 1965).
Cortright, Richard W. 65 4p.

TERMS: *illiterate adults, reading instruction, *remedial reading programs, *teacher education, *literacy education, graduate study, *higher education,

ABSTRACT: College training programs for specialists in literacy education are reviewed. The Syracuse University graduate program in literacy journalism, the Baylor University undergraduate curriculum in literacy studies, writing for new literates, linguistics, and the teaching of English as a foreign language, and the American University graduate program in literacy education are described. The twelve other educational institutions that have offered at least one literacy education course are listed. There is a brief summary of the work conference sponsored by the Center for Applied Linguistics at Airlie House near Washington, D.C. in 1964. (aj)

AC 001 398 E ED 012 878 ADULT BASIC EDUCATION NATIONAL TEACHER TRAINER INSTITUTE (Jul 10-28, 1967). Fitzgerald, Hunter. California Univ., Los Angeles. University Extension. U.S. Office of Education. Division of Adult Education. National University Extension Association, Washington. 67 EDRS PRICE MF-$0.18 HC-$2.60 65p.

TERMS: *inservice teacher education, *adult basic education, *administrative personnel, *institutes (training programs),

ABSTRACT: The 1967 Western Region Teacher Training Institute at California Polytechnic State College was designed to provide training for administrators and teachers of Adult Basic Education (ABE) programs in six states. The Institute focused on five broad areas--understanding the ABE student, methods of training ABE instructors, administration, program evaluation, and ABE curriculum. The Teacher Institute, subdivided into elementary education or English as a Second Language interest groups, featured lecture-discussions and small group activities in which instructional methods and materials, educational technology, guidance and counseling techniques, and methods of evaluation and measurement were studied. In the Administrative Institute, divided into nine project groups, each participant developed a project to be used in his community. Four evenings a week participants in both institutes observed and taught in ABE classes in Los Angeles. Recommendations for future workshops were--conduct separate workshops for rural and metropolitan ABE programs, provide for a more consistent method of participant selection, select staff associates from previous institute participants, and separate administrator and teacher institutes. (aj)
SECONDARY TERMS: *adult educators, program content, evaluation, workshops, instructional materials, teaching methods, elementary education, English (second language), California,

AC 001 587JI A SHORT COURSE FOR TEACHERS OF UNDEREDUCATED ADULTS. (In COMMUNITY DEVELOPMENT JOURNAL, (8)/26-29, Oct 1967). Part I. Cortright, Richard W. * Gipson, F. Priscilla. OCT 67 4p.

TERMS: *adult educators, *teacher programs, *adult basic education, *teaching methods, *teacher education, educationally disadvantaged, teacher education curriculum, feedback,

ABSTRACT: A special curriculum was developed to train 24 teachers of adults at District of Columbia Teachers College for the adult basic education program in District of Columbia Public Schools. Special approaches involved use of tape recordings of training and resource specialists, and utilization of continuous feedback. The six training sessions are outlined and discussed, and include background information, teaching practice and evaluation of the undereducated adult problems, and basic education course content. (This article appeared in COMMUNITY DEVELOPMENT JOURNAL, November 8, October 1967). (pt)

IV Materials, Guides, & Tests

AC 001 409 E
ED 013 403
ADULT BASIC EDUCATION, A GUIDE FOR TEACHERS (1967 revision). Wheeler, Hubert. Missouri State Board of Education. Publication-134-G
67 EDRS PRICE MF-$0.27 HC-$6.04 151p.
TERMS: *adult basic education, *course content, *teaching guides, *instructional materials, *teaching techniques, mathematics,

ABSTRACT: Compiled as an idea and information guide for teachers of adult basic education, this document includes detailed teaching objectives, methods, and materials (films, filmstrips, books, transparencies). The course includes (1) reading and communication skills--phonics, vocabulary, reference, and so on, (2) social studies--government, geography, history, world affairs, citizenship, economics, social and political problems, (3) mathematics--computation, fractions, measurement, geometry, basic algebra, and (4) science--health and safety, biology, and physical science. Each learning objective is reinforced with suggested practical and common experience applications. Among the suggestions for successful classroom learning experiences are--individualized study, creation of informal and friendly classroom climate, dramatic presentation of material, utilization of programed material and technological devices, and inclusion of socialization opportunities in instructional procedures. Lists of achievement, diagnostic, reading readiness, and aptitude and interest tests are included. (The document includes a bibliography) (pt)
SECONDARY TERMS: educational objectives, science instruction, communication skills, reading, social studies, citizenship, classroom environment, achievement tests, aptitude tests, interest tests, reading readiness tests, diagnostic tests (education), learning motivation, educationally disadvantaged, testing,

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AC 000 177 C
READING FOR A VIEWPOINT. Adair, J.B. * Curry, Robert L. Educational Opportunities project, Follett Pub. Chicago. 66 191p.
TERMS: *reading skills, *reading materials, *word study skills, reading comprehension, American history,

ABSTRACT: Each two page article on an event in American history is followed by "words to know" multiple choice questions to test comprehension, and exercises in capitalization. (Published by Educational Opportunities Project, Follett, Chicago).

AC 001 394 E ADULT BASIC EDUCATION, A GUIDE FOR TEACHERS AND TEACHER TRAINERS.
ED 013 400 National Association for Public School Adult Education. APR 67.
DOCUMENT NOT AVAILABLE FROM EDRS 212p.
TERMS: *adult basic education, *teacher education, *teaching techniques, *illiterate adults, *psychological characteristics, manuals,

ABSTRACT: A teacher training manual developed in three adult basic education workshops sponsored by the National Association for Public School Adult Education (NAPSAE) outlines a scheme applicable both to trainees and to their disadvantaged clientele. Teacher training methods include role playing, talks by experts, demonstrations and exhibitions, field trips, films, small group discussion, work groups, and individual study. The adult basic curriculum includes reading skills, language arts, and concepts in mathematics, citizenship, family and community life, and adjustment to the working world. To cope with such problems as low student motivation and self-image, economic and cultural deprivation, fear and hostility, and values and behavior at variance with middle-class and upper-class norms, the teacher needs above average resourcefulness and human understanding, and must develop skill in selecting and using printed materials (notably the major sequential literacy systems), audiovisual aids, classroom techniques, counseling activities, and standardized tests. In working with non-English-speaking adults, oral teaching should be stressed. (The document includes a sample one-week training session, evaluation sheets and other forms, suggested activities and resources, six appendixes, and numerous references.) (This publication is available, for $5.00, from NAPSAE, 1201 Sixteenth Street, N.W., Washington, DC. 20036) (1y)
SECONDARY TERMS: adult educators, disadvantaged groups, student attitudes, adult learning, instructional materials, audiovisual techniques, curriculum, testing, tests,

(over)

AC 001 475 JC LITERACY THROUGH TELEVISION (IN Audiovisual instruction 11(4)/ 260-262, Apr 1966). Luke, Robert A. Apr 66 3p.
TERMS: *literacy education, *educational television, *adult basic education,

ABSTRACT: In this article televised adult basic education programs in several cities are reviewed.

AC 001 130 I GUIDELINE FOR TEACHING THE UNDER-EDUCATED ADULT. Throckmorton, Adel F. State Dept. of Public Instruction, Topeka, Kansas. 66 30p.

TERMS: *adult basic education, *literacy education, *literacy materials *curriculum development, *curriculum planning, teaching guides,

ABSTRACT: These guidelines are intended to enable teachers of adult basic education to prepare a course of study that will provide educational opportunities for the under-educated adult and to enable school administrators to familiarize themselves with the Basic Education Program. The guidelines are presented under five headings--(1) Understanding the Learner, (2) The Problem, (3) Recruiting and Orientation, (4) Suggested Areas for Teacher Consideration, and (5) Audio-visual Aids and Teaching Material. (sg)

AC 001 323 I A DESCRIPTION AND JUSTIFICATION FOR A SPECIAL CURRICULUM GUIDE FOR ADULT BASIC EDUCATION BASED ON THE INDIVIDUAL NEEDS OF THE ADULT LEARNER. Aqua, Helen B. Adult Basic Education Council for Spanish Speaking, Milwaukee, Wis. May 67 33p.

TERMS: *disadvantaged groups, *adult basic education, historical reviews, adult characteristics, non English speaking, individualized curriculum,

ABSTRACT: The needs of disadvantaged adults should be identified and a flexible, individualized curriculum, and specially prepared materials utilized in the basic education programs. Special attention should be given to non-English speaking adults. A review of adult basic education history and bibliography have been included in the document. (pt)

AC 001 473 JC THE REVOLUTION IN MATERIALS FOR UNDEREDUCATED ADULTS (IN Audiovisual instruction 11(4)/254-256, Apr 1966). Brazziel, William F. Apr 66 3p.

TERMS: *instructional materials, *adult basic education, *basic skills, *textbook publications, *evaluation, educationally disadvantaged,

ABSTRACT: This discussion of the development of instructional materials for adult basic education includes lists of major basic reading and arithmetic programs and ten criteria for evaluating materials.

AC 001 470 JC MATERIALS SYSTEMS FOR ADULT BASIC EDUCATION (IN Audiovisual instruction 11(4)/246-248, Apr 1966). Neff, Monroe C. Apr 66 3p.

TERMS: *adult basic education, *instructional materials, *integrated curriculum, *evaluation, *programed materials, communication skills, family life, arithmetic,

ABSTRACT: Recently materials systems have been developed to aid in the job of adult basic education. A materials system or learning system in adult basic education is a curriculum that integrates various disciplines into a sequential program of instruction, beginning with grade one and continuing through grade eight. At present every system (and 15 are listed in this article) must be supplemented.

AC 000 795 C ADULT BASIC LEARNING EXAMINATION, (SPECIMEN SET) (Level I: form A and B). Karlsen, Bjorn * and others. 67 66p.
TERMS: *adult basic education, *instructional materials,

ABSTRACT: Adult basic learning examination (ABLE) is the achievement test designed for adult basic education groups. The examination includes the tests in vocabulary, reading, spelling and arithmetic. (This document available from Harcourt, Brace & World Inc., New York) (sm)

AC 000 076 E ADULT BASIC EDUCATION WORK BOOK IN BASIC ARITHMETIC. Parts I and
ED 012 836 II. Danbury Public Schools, Conn. Office of Adult Education.
66 EDRS PRICE MF-$0.27 HC-$5.84 146p.
TERMS: *workbooks, *adult basic education, *arithmetic, instructional materials, Danbury, Connecticut,

ABSTRACT: These workbooks, which are used in the adult basic education program in Danbury, Connecticut, provide teaching materials and drill exercises in multiplication. Part I contains multiplication tables, problems, and drill involving the numerals two through nine. Part II contains problems and drill exercises using the numerals ten to twelve, numbers with two and three digits, the use of zero, and dollars and cents, followed by exercises to test speed and accuracy. (ly)

AC 001 829 E CURRICULUM GUIDE FOR ADULT EDUCATION. South Carolina State Dept. of Education, Columbia. Div. of Adult Educ. FEB 67 EDRS PRICE MF-$0.25 HC-$1.68 42p.

TERMS: *adult basic education, *curriculum guides, *adult education, grade levels, state curriculum guides, general education,

ABSTRACT: The State Department of Education in South Carolina prepared this curriculum guide for adult education supported by public funds. Objectives and curriculum outlines for adult basic education are given to cover Levels I (grades 1 to 3), II (grades 4 to 6), and III (grades 7 and 8). The outlines cover courses in reading, basic language arts and skills, arithmetic, the general knowledge areas of social studies, everyday science, family and community living, and occupational attitudes and concepts. At the high school level curriculum content is outlined for review courses in American history, civics, English, and mathematics to prepare for the General Educational Development examinations which are accepted as the basis for issuing state high school certificates. The acceptable courses for the state high school diploma program for adults are also listed. The civil defense course for personal and family survival which may be conducted with public funds is briefly mentioned and some acceptable programs of academic nature for the general education of adults at all educational levels are listed. A selected list of eight references is appended. (rt)

SECONDARY TERMS: academic education, high school curriculum, educational objectives, educational certificates, civil defense, South Carolina,

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AC 000 452 E MEN IN THE ARMED FORCES. A SERVICEMAN'S READER (Education manual--EM 140). Harding, Lowry W. * Burr, James B. United States Armed Forces Institute, Madison, Wis. B001 66 EDRS PRICE MF-$0.36 HC-$10.32 258p.
ED 012 837

TERMS: *reading materials, *military training, *literacy education, *instructional materials, textbooks, enlisted men,

ABSTRACT: This document provides reading material at a low level of reading ability but on subjects of interest to a serviceman, such as army life, the home folks, and a trip to Washington. Exercises based on every few pages of this reader are provided in "Servicemen learn to read." (sm)

AC 001 154 C CURRICULUM GUIDE FOR ADULT BASIC EDUCATION. Nix, Jack. Georgia. State Dept. of Education. 66 20p.

TERMS: *adult basic education, *curriculum guides, *guidance counseling, *teaching techniques, *communication skills,

ABSTRACT: Suggestions for courses at 3 skill levels are given for language arts, mathematics, social sciences, and health and science education. There are outlines for personal and vocational guidance counseling. (ly)

AC 001 659JI THE EXPERIMENTAL ANALYSIS OF PERFORMANCE ON PROGRAMMED INSTRUCTION (In JOURNAL OF THE NATIONAL SOCIETY FOR PROGRAMMED INSTRUCTION, 6(10)/10-13, Dec 67). Berman, Mark L. 4p.

TERMS: *programed instruction, *performance, *pacing, *motivation, *evaluation, experimental groups, college students, motivation techniques, reinforcement,

ABSTRACT: Evaluations were made of the effects of adjusting schedules of reinforcement to provide differential consequences for such performance factors as speed and accuracy. In one study, using programed English materials with Yaqui farm workers, errors increased when a time criterion, but no error criterion, was used. In another study, which involved college students, use of a time criterion led to significantly greater speed and lower accuracy, while the absence of the time criterion led to a decrease in speed and a significant (12 percent) rise in accuracy. Reinforcement through points achieved was a stronger incentive for the Yaqui Indians than for the students. The third study, which provided small monetary incentives for its college student subjects, was designed to assess the effects of different step sizes used in the adjustment schedules, and relative preferences for working under speed criteria or accuracy criteria. Subjects in this study clearly tended to choose the error criterion--that is, to work accurately rather than quickly. With smaller error step sizes, the preference for accuracy was greater, and the number of switches between criteria was less. When the criteria adjusted in small steps, it was easier to control both speed and accuracy. (Proposed topics for research are indicated.) (ly)

SECONDARY TERMS: analysis of variance, Yaquis (Indians), American Indians,

AC 000 073 I ADULT LITERACY PROGRAM (INTERMEDIATE). Danbury Public Schools, Conn. Office of Adult Education. 13p.

TERMS: *curriculum guides, *instructional materials, *reading, *literacy education, reading comprehension, spelling, Danbury, Connecticut,

ABSTRACT: These reading exercises for adults in the adult literacy program in Danbury Connecticut presents aspects of health, consumer guidance, money management, everyday etiquette, and topics of general cultural interest, and are accompanied by spelling words, new vocabulary, and questions and exercises to test comprehension. (ly)

AC 000 072 I ADULT LITERACY PROGRAM ACHIEVEMENT TEST (INTERMEDIATE LEVEL). Danbury Public Schools, Danbury, Conn. Office of Adult Educ. 8p.

TERMS: *adult basic education, *achievement tests, *arithmetic, *reading, *grammar, Danbury, Connecticut, literacy education,

ABSTRACT: This test contains problems in addition, subtraction, and multiplication, questions on punctuation and parts of speech, and reading passages (fakes and swindles in the health field, and a five-point buying guide for consumers) accompanied by true-false and completion questions and spelling words. (ly)

AC 001 375 I THE SILENT VOICE. TEACHER'S MANUAL FOR FILMSTRIP ON PRACTICAL GOVERNMENT. ADULT BASIC EDUCATION. New York State Educ.Dept. Bur. of Cont. Educ. Curriculum Dev. 67 10p.

TERMS: *adult basic education, *audiovisual instruction, *teaching techniques, *citizenship responsibility, *filmstrips,

ABSTRACT: This filmstrip manual was desigend to assist teachers in preparing lesson presentations when working with adult participants in the area of practical government. It includes instruction on using the filmstrips, suggested questions for discussion and suggested activities. The complete script and action of the filmstrip, "The Silent Voice" are incorporated in the manual. (sg)

AC 001 380 E A READABILITY ANALYSIS OF RANDOMLY SELECTED BASIC EDUCATION AND VOCATIONAL
ED 014 628 EDUCATION CURRICULUM MATERIALS USED AT THE ATTERBURY JOB CORPS CENTER AS MEASURED BY THE GUNNING FOG INDEX. Londoner, Carroll A. Indiana Univ. Adult Literacy and Fundamental Education. JAN 67 EDRS PRICE MF-$0.25 HC-$1.16 29p.

TERMS: *readability, *instructional materials, *adult basic education, *adult vocational education, *reading materials, reading

ABSTRACT: A study was made of the readability levels of curriculum materials used in the basic and the vocational education programs at the Atterbury Job Corps Center in Indiana. The Gunning Fog Index was used to measure style of difficulty as created by lengthy sentences and polysyllabic words. This is highly correlated to the level of school grade attained by the reader. Five job sheets used in the vocational courses in heating and refrigeration installation and random samplings of "Success in Language/A" and "The Money You Spend" used in the basic education program were analyzed. The job sheets tested approximately at the fifth grade level. "Success in Language/A" tested at the sixth grade level, and "The Money You Spend," at fourth grade. Corpsmen having attained fifth or sixth grade school levels of reading should be able to handle the material. (Statistical tables and a bibliography are included.) (rt)

SECONDARY TERMS: difficulty, reading comprehension, structural analysis, reading level, reading ability, reading research, sentence structure, syllables, grade 4, grade 5, grade 6, Job Corps, Gunning Fog Index,

AC 000 796 C ADULT BASIC LEARNING EXAMINATION, (SPECIMEN SET) (Level II: forms A and B). Karlsen Bjorn * and others. 67 73p.
TERMS: *adult basic education, *instructional materials,

ABSTRACT: Adult Basic Learning Examination (ABLE)is the achievement test designed for adult basic education groups. The examination includes the tests in vocabulary, reading, spelling and arithmetic. (This document available from Harcourt, Brace and World, Inc., New York) (sm).

AC 001 303 C i/t/a/ MEANS "I TEACH ADULTS". Pahrman, William H. 66 6p.

TERMS: *literacy, *adult basic education, *readability, *culturally disadvantaged, *illiteracy,

ABSTRACT: The I.T.A. program is described in this document and in four sections of the same folio. The other topics are-- (1) I.T.A. and Adult Illiterates, Vera L. Hannenberg, (2) I.T.A. with Prison Populations, H.H. Hastings, (3) I.T.A. with Army Service Populations, Colin Stevenson, (4) An Adult Basic Education Program, Gerald E. Clark, Jr. (sg).

AC 000 109FI
ED 011 489

MATERIALS FOR ADULT BASIC EDUCATION--AN ANNOTATED BIBLIOGRAPHY. Summers, Edward G. Indiana Univ., Bloomington, School of Education, Report number op in reading-Vol-1 EDRS PRICE MF-$0.25 HC-$1.08 67 27p.

TERMS: *adult basic education, *bibliographies, *language skills, *literacy classes, *personality development, basic skills, citizenship, high school students, instructional materials, intermediate grades, learning difficulties, primary grades, Bloomington,

THIS ANNOTATED BIBLIOGRAPHY REFERS TO MATERIALS PARTICULARLY USEFUL TO TEACHERS AND ADMINISTRATORS INTERESTED IN DEVELOPING SPECIALIZED PROGRAMS FOR ADULT BASIC EDUCATION AND LITERACY SITUATIONS. INCLUDED ARE PROFESSIONAL AND PRACTICAL REFERENCES TO ORAL AND WRITTEN COMMUNICATION, ARITHMETIC AND MATHEMATICS, CITIZENSHIP, AND PERSONAL ADJUSTMENT. FOR EACH ITEM A SERIES OF DESCRIPTORS PINPOINTS THE CONTENT COVERED AND THE MAJOR AREAS OF USE FOR PRIMARY, INTERMEDIATE, AND BEGINNING HIGH-SCHOOL LEVELS. THE BIBLIOGRAPHY LISTS 101 REFERENCES. (MC)

AC 001 381 E
ED 014 629

AN INVESTIGATION OF MATERIALS AND METHODS FOR THE INTRODUCTORY STAGE OF ADULT LITERACY EDUCATION. Adult Education Council of Greater Chicago. Chicago. Superintendent of Public Instruction. 67 EDRS PRICE MF-$0.50 HC-$2.56 64p.

TERMS: *literacy education, *teaching methods, *instructional materials, *annotated bibliographies, *illiterate adults, orientation,

ABSTRACT: In the Greater Chicago area a study was made of teaching materials and methods for literacy education. An annotated, selected bibliography of published materials was compiled of professional books, basal materials including publishers' series, and supplementary materials. Teachers are cautioned to assume a selective approach because no basal series was found complete enough to justify exclusive adoption. Open-ended interviews were conducted with teachers and administrators of literacy programs. Most teachers conducted some orientation, but their methods varied too much to summarize. The majority reported no adverse student reactions to class grouping. Pretesting with standardized forms was common, and many teacher-made tests were used during courses. Teachers described materials they had made or used and pupils' reactions to their techniques. Techniques used included the phonics approach to word recognition, experience charts, listening exercises, and a combined language arts approach. Over half the teachers reported personal involvement in the lives of their pupils. (rt)

SECONDARY TERMS: student teacher relationship, listening skills, field interviews, word recognition, language arts, speaking, reading instruction, counseling, evaluation, experience charts, grouping (instructional purposes), testing, test construction, intelligence tests, reading tests, material development,

AC 001 596 E
ED 014 650

MISSOURI ADULT VOCATIONAL-LITERACY MATERIALS DEVELOPMENT PROJECT. Final report. Heding, Howard W. * and others. Missouri Univ., Columbia. College of Education. BR-5-0094 U.S. Office of Education. Bureau of Research. Proj.-034-65 AUG 67 OEC-5-85-027 EDRS PRICE MF-$1.25 HC-$13.16 329p.

TERMS: *literacy education, *reading materials, *adult basic education, *material development, *initial teaching alphabet, vocational

ABSTRACT: In the Missouri Adult Vocational-Literacy Materials Development Project materials were devised for teaching adults to read, write, and spell at the functional (sixth grade) level. In the research phase, the needs, characteristics, literacy level, occupations, and interests of the illiterate adult were studied, and teaching materials and methods were examined. Students and teachers were interviewed and there was a national survey of literacy program directors. In the materials development phase three levels of basic and intermediate educational materials, with teachers' guides, and supplementary occupational booklets were created. A vocational theme characterized the series. The initial teaching alphabet (i.t.a.) was used, with traditional orthography printed on the facing page. During the evaluation phase, sample classes of illiterate adults used the materials in 100-hour instructional programs. These trials indicated that the materials were effective in teaching adults word and paragraph meaning, word-study skills, and spelling. The materials should be used by teachers trained in the use of i.t.a. and in teaching reading to adults. (Document includes a review of published adult literacy education materials and summaries of interviews with teachers and students, of student tests, and of the national survey. There are 24 tables.) (aj)

SECONDARY TERMS: interests, illiterate adults, adult characteristics, educational

AC 001 231 E
ED 012 852

CURRICULUM GUIDE TO ADULT BASIC EDUCATION, INTERMEDIATE LEVEL. Hollis, Jennie-Clyde, ed. U.S. Office of Education, Division of Adult Education Programs. OE-13031 Circ-781 66 EDRS PRICE MF-$0.36 HC-$9.60 240p.

TERMS: *adult basic education, *curriculum guides, *teaching guides, *reading instruction, English (second language), science

ABSTRACT: To meet the needs of the undereducated whose skills approximate fourth to eighth grade reading level and those for whom learning English as a new language is the first step in job training, 20 occupationally-oriented units of instruction in reading and related skills and a section on teaching the course are outlined. Units, planned for 20 40-hour weeks, are presented sequentially in graded order, and in each one the previous unit is reviewed as the basis of new learning. Primary emphasis is on reading, but arithmetic, speech, handwriting, the social studies, and science are presented concurrently, making each unit and each day's instruction an interrelated whole. Suggestions on teacher preparation, teaching aids, and methodology are built into the units. These are reinforced by the second part of the guide--Teaching the course-- which includes a daily schedule, a sample unit plan, suggestions for drills, exercises, testing, and using visual aids, and guides to related subjects. Appendixes are--a Word list, Evaluating instructional material, English as a second language, Readable writing, and Simplified plan for screening prospective students. (This document, FS 5.213 13031, is also available from U.S. Government Printing Office, Washington, D.C., 20402, for $1.50). (aj)

SECONDARY TERMS: instruction, social studies, arithmetic, audiovisual aids, testing, handwriting, screening tests, literacy education, readability.

AC 000 074 E ED 012 835 ADULT BASIC EDUCATION IN BASIC READING (LESSONS 1-10). Danbury Public Schools, Conn. Office of Adult Education. 66 EDRS PRICE MF-$0.09 HC-$1.32 33p.

TERMS: *adult basic education, *curriculum guides, *teaching guides, *reading, instructional aids, teaching techniques,

ABSTRACT: This curriculum and teaching guide employs readings graded in difficulty and geared to the interest level of adults. Parallel reading exercises for each lesson are designed to develop auditory and visual discrimination, and the association of sound, sight, and meaning is strengthened by using phonics and structural analysis aids. Instructional aids and teaching procedures, including a vocabulary list for home study, are included. (ly)

SECONDARY TERMS: literacy education, educational objectives, Danbury, Connecticut,

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AC 000 725MI ANNOTATED BIBLIOGRAPHY OF RESOURCE MATERIALS (ON THE) EDUCATION OF ADULT MIGRANTS. Potts, Alfred M. Adams State Coll., Alamosa, Colo. Center for Cultural Studies. CRP S-173 65 552p

TERMS: *annotated bibliographies, *migrants, *migrant adult education, *adult basic education, *economically disadvantaged, instructional materials,

ABSTRACT: Part 1 of this annotated bibliography on adult migrant education and related topics is the topic index, which lists all entries under classification headings according to anticipated use. Part 2 is divided into two sections--(1) general and periodical items, which include books, pamphlets, government publications, research and conference reports, and legislative hearings--and (2) the audiovisual section, which lists maps, charts, bulletin board materials, phonodiscs and tape recordings, films, filmstrips, transparencies, flat pictures, slides, and other nonbook aids. In the topic index, general titles appear in upper case, periodical titles are enclosed in quotation marks, and audiovisual listings are followed by A-V. Part 3 (addenda) contains names and addresses of pertinent publishers, agencies, and institutions (with "Books in Print" abbreviations), resources and service sources relating to the culturally disadvantaged, and an index of producers of audiovisual materials. Over forty subject areas, ranging from agriculture to tests and testing, are represented. (author/ly)

SECONDARY TERMS: agriculture, rural education, ethnic groups, minority groups, directories, guides, manuals, health education, elementary education, secondary education, teacher education, public relations, early childhood, language arts, English (second language), educational objectives, acculturation, vocational education, legislation, curriculum, guidance, counseling, audiovisual aids, tests, testing, Negroes, Anglo Americans, American Indians, Spanish Americans, Puerto Ricans,

AC 000 022E
ED 010 858

A REVISED ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL LITERACY MATERIAL FOR ADULT BASIC EDUCATION. Smith, Edwin H. * and others. Florida. State Dept. of Education, Adult Education Sect. JUN 66 EDRS PRICE MF-$0.09 HC-$2.12 53p. Appendix.

TERMS: *adult basic education, *instructional materials, *annotated bibliographies, *literacy education,

ABSTRACT: Annotated bibliography of adult literacy and basic education materials is divided into 3 stages -- introductory (Levels 1-3), elementary (Levels 4-6), and intermediate (Levels 7-9). Subject matter includes reading (including comprehension), spelling, vocabulary and grammar, arithmetic, social studies, geography, citizenship and daily living, government, occupations and vocations, and study methods. Textbooks and textbook series are rated, with two stars for materials considered superior, one star for materials judged adequate, and no star for materials that may fit a particular need or predilection. Instructional materials considered appropriate for beginning readers, disadvantaged youth, adults only, adolescents only, or foreign-born students, are designated. List of publishers. (ly)

SECONDARY TERMS: *textbook evaluation, reading materials, System to Success, Mott Basic Language Skills Program, Reading in High Gear, EDL Study Skills, Spelling Word Power Laboratory,

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AC 001 135 C

SRA PRIMARY MENTAL ABILITIES ADULT REVIEW SET. Thurstone, Thelma Gwinn Science Research Associates, Inc., Chicago. 65.

TERMS: *intelligence tests, *verbal tests, *number concepts, *perception tests, *adult development,

ABSTRACT: The set includes the examiner's manual (7-1864), answer sheet (7-1872), and Primary Mental Abilities Test for adults (7-1871). (aj)

ERIC CLEARINGHOUSE ON ADULT EDUCATION

P U B L I C A T I O N S

	EDRS ORDER NUMBER
BASIC INFORMATION SOURCES	
Adult Education Research, BIS-2	
Evening College Education, 1967, BIS-1	ED 014 023
CURRENT INFORMATION SOURCES	
Adult Basic Education, CIS-3	ED 014 024
Adult Basic Education, CIS-18	
Adult Education in Africa, CIS-12	
Adult Education in Asia, Australia and New Zealand, CIS-13	
Community Education for Adults, CIS-2	ED 014 025
Community Education for Adults, CIS-16	
Continuing Education in the Professions, CIS-4	ED 014 026
Education for Aging, CIS-14	
Higher Adult Education, #1, CIS-1	ED 014 031
Higher Adult Education, #2, CIS-11	
Human Relations -- Training and Research, CIS-10	
Management Development, CIS-5	ED 013 430
Management Development, CIS-17	
Methods and Techniques in Adult Training, CIS-7	ED 013 429
Programed Instruction in Adult Education, CIS-15	
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Television and Radio in Adult Education, CIS-6	ED 014 032
Training of Adult Education Personnel, CIS-8	
OTHER	
Adult Education Periodical Holdings	ED 014 022
ERIC Clearinghouse on Adult Education	
A Model Information System for the Adult Education Profession, by Roger DeCrow	
Research and Investigations in Adult Education (Summer, 1967 issue of Adult Education)	ED 012 877

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